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cuid I.

feargus finnbéil

baine áta cliač

muintir na leabhar saeòitge

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ó Spáio D'Olier

1906.

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P R E F A C E .



TO MY READERS.

MY DEAR FRIENDS,—I know you want some help to acquire a speaking knowledge of our ancestral language. You want fluency and accuracy in speaking the words which are in constant use by Gaelic speakers. The words in this book are just what you want, to begin with. When you have exchanged them often enough with your teacher, and with each other, you will have acquired the fluency and the accuracy you desire. The words are, perhaps, few, and small, and simple, but you need not complain of that. I have more in store for you, bigger words, harder words, and plenty of them ; but it would be useless giving them to you until you have thoroughly mastered the simpler words. Just let me know when you have done that and you shall have another instalment. But bear in mind, in the meantime, that fluency can be attained only by constant practice and repetition.

Feargus Fionnabéil.

CLÁR.

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na léiginn.

Léigean.	Brúg an léiginn.	Ceacht Shaiméir.	Δετ δε'ν Σηαιμέαρ.
1	buiil tiorzáin. An fear, an bean.	An éadaoir ... An t-úrlár ...	36, 3 11
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8	balla beata. Δεam, Δεam-ρα.	An trúil ... Caeé rin ... ir aige ...	10 22(a), 24 87, 20(a)

Λέξεσιν.	ὅπου ἀν λέξιων.	ὧσαὶ εἰσὶν αἰμαίρι.	ἀλλ' οὐκ ἐν ἐισαγωγῇ.
9	ὑμῖν ἰσχυρὰ.	ἀν ἰσθ 17 ἀν ὑμῖν 18, 70 ὧσα ἡ-ἰσθ 25(a)	
10	ἀν, ὑμῖν. ὧσα, ἀν.	τὰν 69 ἀν ὧσα 13(c) ὧσα-ἡ, ἀν-ἡ 33, 34	
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23	ιοῖμαὸ ζαν αἰριτιοζαλ Ruο εἰζιν; αοnnιὸ. Duine εἰζιν. λάν, pollam.	ἀν λεῖδαρι ἐ ἀν νόρι νύ οοmυρ í Cao τὰ—τὰ caτaοιμαῖα αἰ buαλαὸ ἀν ὕρλάρι	20 60 23, 24 74
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SHORT INSTRUCTIONS

ON

METHOD OF TEACHING.

The Direct Method, on which the following lessons are based, is an imitation of the method by which children are taught their maternal language; in other words, its object is to teach an unknown language through the medium of that language itself, without any attempt at translation from or into another language. The successful teaching of language by the Direct Method, however, implies considerable skill and training on the part of the teacher. The following lessons are specially drawn up to meet the case of those to whom Irish is a new language; and they are so arranged that, in the hands of a fairly skilled teacher, they can be taught without the aid of one word from another language.

It is of the greatest importance that the pupils should, from the very beginning, express their ideas in the language they are learning. As, however, comparatively few Gaelic teachers have any practical experience of the Direct Method, teachers are recommended to follow carefully the subjoined Instructions. The rigid observance of these Instructions forms an important part of the work of the Munster Training College, and, presumably, of the Connacht Training College also. They are, however, to be regarded rather as general directions than as a complete set of instructions, or as answering the purpose of a course of training.

The attention of teachers is also directed to the criticisms at the end of the text.

1. The teacher should make himself perfectly familiar with all the words and phrases of the lesson before class time.

2. He should remember all the words and phrases already learned by the pupils in the preceding lessons. He can thus use the words with which the pupils are already familiar in connection with, or in explanation of, the words newly introduced.

3. The teacher should ask his questions in a clear, distinct tone; and, instead of repeating the question, encourage the pupil to make the best effort possible, helping him as often as necessary with the answer.

4. Mistakes, in pronunciation or otherwise, should be corrected instantly, without waiting until the phrase or sentence is completed. But the teacher should not repeat the mispronounced or incorrect word. Mistakes, when repeated, or suffered to run on for a time, often become a habit of speech which it is difficult to overcome.

5. He should use gestures freely, as well to elucidate his question, as to help the pupil in answering. Illustrations on a blackboard, and pictures, should also be availed of as often as occasion permits.

6. The pupils should be able to answer questions on each lesson before they read it. Even then the teacher should read the lesson before the pupil makes his attempt. Phonetic drill should receive particular attention in the earlier lessons.

7. Reading and writing should begin only when the pupils are able to pronounce accurately all the other words in the earlier lessons of the series, and to answer the questions intelligently.

8. Pupils to whom the language is new will take some considerable time to learn the full phonetic values of letters and combinations of letters in the printed words. They will almost invariably pronounce new words according to the phonetic standards that obtain in their mother tongue. Until the pupils are able to read off a piece at sight the home exercises should contain no new words,

but consist of revision, and exercises on the lessons already learned.

9. Fluency and accuracy of expression being the chief objects to be attained, the questions should be varied as much as possible, care being taken, however, that the exercise is not made too difficult. By this means the teacher can avoid excessive repetition, which tends to make the lesson tedious.

10. It is desirable that the teacher should be a fluent speaker and practised writer of Irish. Yet the trained teacher, who makes his subject interesting and suggestive, will do better work with a limited knowledge of Irish than the unskilled teacher, however profound his knowledge of the language.

11. If the teacher be not a native speaker he should spare no pains to acquire the correct pronunciation of the language before he undertakes to teach it to others. Every teacher should, if possible, have some training in phonetics; it is most important that he should be able to tell the pupils in what respect their pronunciation may be faulty, and how the correct sound is produced.

12. A language lesson given by a teacher who remains in his seat throughout the lesson is usually a dull one. Languor unfits a teacher for his work; but fuss and irritability are inexcusable.

13. Chorus work judiciously practised is commendable, especially for large classes; but only when the teacher is certain that all the pupils have the true pronunciation.

14. Any reading book may be used for the purposes of oral teaching as outlined in this little book, but it is a mistake to use a text book which is too difficult. Few of our available reading books, however, lend themselves to oral work on the lines laid down, while some are faulty in idiom. The teacher should be particularly careful to place no reading book in the pupil's hands except those in which the idiom is above question.

15. It is eminently desirable that the teacher should always speak in his natural tone; and, consistently with

accuracy of speech, in his native dialect. The learners should be kept in close touch with local dialects, and each of the three great Irish speaking divisions of Ireland should, as far as practicable, supply its own staff of Irish teachers.

16. The words and phrases in the text are, speaking generally, common to all parts of Ireland, though the pronunciation varies somewhat according to locality. However, the teacher may always use variants at his discretion where the phraseology in the text is not in accordance with the local dialect.

17. Grammar arising from the text is briefly explained for the students' perusal; but it is not intended that any portion of the class time should be given up to these grammar lessons in English. Actual conversation during class time gives by far the best results; grammar is best learnt by its application in practice.

léigeann a h-aon.

I.

An leabhar.

An éalce.

An peann.

An maḡail.

An páiréar.

An éatḡoir.

An peann luairde.

An fúinneos.

An borḡa; an bóro; an t-úrlár; an falla; an doḡur.

Cadó rin? 'Sé rin an leabhar, an peann, an páiréar.

Cadó rin? 'Sí rin an éatḡoir, an éalce, an maḡail.

An é rin an leabhar? 'Sé rin an leabhar.

An í rin an fúinneos? 'Sí rin an fúinneos.

An é rin an peann luairde? Ní h-é rin an peann luairde,
'ré rin an borḡa.

An í rin an éalce? Ní h-í rin an éalce, 'rí rin an maḡail.

II.

An fear. An bean. An cailín.

Cia h-é rin? 'Sé rin an fear.

Cia h-í rin? 'Sí rin an bean, an cailín.

An é rin an fear? 'Sé rin an fear. 'Sé.

An í rin an bean nó an cailín? 'Sí rin an cailín.

'Sé=1r é. 1ré. 'Sí=1r í. 1rí.

ḡraiméar.—An peann, an éatḡoir. An t-úrlár.

For paragraph of Grammar see Index

The names of three objects only to be given at a time, keeping masculine and feminine nouns in distinct groups.

The teacher should, at first, answer the questions himself, while showing the object, so as to obviate the necessity of translation.

lêigeanh a 'dó.

I.

An éapós.

An bpipte.

An haca.

An bept.

An bóna.

An clóca.

An bpós.

An capabac.

An gúna.

An ciapúir. An mitín. An ptoea.

Caodé rin? 'Sé rin an bóna, an clóca, an gúna.

An í rin an éapós nú an bept? Ní h-í rin an éapós ná an bept, 'rí rin an bpós, 77l.

II.

Dub, bán, deapig, goim, buirde, uaične, puad, glap.

Tá an bóna bán, tá an bpós dub, tá an leabap goim.

An bpuil an éapós dub? Tá an éapós dub. Tá rí dub. An bpuil an bóna dub? Níl (ní bpuil) an bóna dub, tá ré bán. An bpuil an éacoiir buirde? Tá rí buirde. Tá. Níl rí buirde. Níl. Níl an éaic dub, ac tá rí bán.

III.

Mo. 'Do. A.

Tá mo éapós dub. Tá do éapós glap. An bpuil do éapós glap? Tá mo éapós glap. An bpuil mo bóna dub? Níl do bóna dub, tá do bóna bán.

'Sé rin an fear. Tá a bóna bán, tá a capabac bán agur goim, tá a bpós dub.

'Sí rin an bean. Tá a bóna bán, tá a capabac uaične, tá a bpós puad, tá a clóca deapig.

IV.

So. Soim. Úo.

Tá an leabap ro deapig; tá an leabap roim dub; tá an leabap úo buirde.

ḡraiméap.—É, í. Mo, do, a.

The objects should be introduced as in Lesson I., and the questions varied and repeated until the pupils are perfectly familiar with the gender of each noun.

léigeanh a trí.

I.

Ar. fé. Cao tá.

Tá an leabhar ar an mbóro. Tá an páiréar fé'n (fé an) mbóro. Tá an peann ar an gcaṡaoir. Tá an borṡa fé'n gcaṡaoir.

Cao tá fé'n gcaṡaoir? Tá an borṡa fé'n gcaṡaoir.

Cao tá ar an mbóro, ar an gcaṡaoir, ar an leabhar, fé'n leabhar, fé'n mbóro, fé'n bpáiréar?

II.

Cá bfuil. In. Inr an (inra).

Cá bfuil an leabhar? Tá an leabhar ar an mbóro.

Cá bfuil an peann, an páiréar, an borṡa?

Tá an éaic inra borṡa (= inr an mborṡa). Tá an peann luaidé inr an leabhar.

III.

póca. féin.

Tá mo éairrúir im' póca (= in mo póca).

Cao tá im' póca? Tá do éairrúir io' póca (=in do póca).

An bfuil mo éairrúir io' póca? Níl do éairrúir im' póca, tá do éairrúir io' póca féin.

Cá bfuil do éairrúir, mo éairrúir, do leabhar?

An bfuil do peann luaidé im' leabhar? Níl mo peann luaidé io' leabhar, tá mo peann luaidé im' leabhar féin.

Cao tá io' leabhar? Tá mo peann luaidé féin im' leabhar.

ṡraiméar.—Ar an mbóro; inra borṡa. Im' póca.
féin.

LÉIGEANN A CEADAIR.

I.

Mé. Tú. Sé. Sí. Searam. Suidhe.

Táim, tá mé. Taoi, tá tú. Nílím, níl mé. Nílir, níl tú.

Táim im' fearaí. Taoi ió' fuidhe. An bfuilim im' fearaí? An bfuilim im' fuidhe? An bfuil an fear 'n a fearaí? An bfuil an cailín 'n a fearaí nú 'n a fuidhe? An bfuil an bean 'n a fuidhe?

Ioir.

Cá bfuilim im' fearaí? Taoi ió' fearaí ioir an bóird ašur an ceadair. An bfuilir ió' fearaí ar an scađair ioir an rđól ašur an palla? Nílím im' fearaí, ħil, ac táim im' fuidhe ar an rđól ioir an bóird ašur an doir. Nílir ió' fearaí. Níl an fear 'n a fuidhe, tá pé 'n a fearaí. Tá an bean 'n a fuidhe. Tá an cailín 'n a fearaí. An bfuil an bean 'n a fearaí? Níl.

II.

Oim. Oir. Air. Uirđi. Mnadoi.

Tá mo hata oim. Níl do hata oir. An bfuil do earđs oir? Tá mo earđs oim. An bfuil mo berđ oir? Níl do berđ oim, ac tá mo berđ péin oim.

An fear—Tá a hata air, tá a bóna air, ašur a earabac, ašur a earđs.

An bean—Tá a bóna uirđi, ašur a earabac, ašur a clóca.

Tá a earđs ar an bfeair. Tá a clóca ar an mnadoi.

Ĥraiméar.—Im' fearaí; ió' fearaí. Ioir. Oim, oir.

léigeanh a cúis.

I.

As toul. As teacét. Ó. So tóí.

Táim as toul so tóí an doirur. Táim as teacét so tóí an mbóro. Táim as toul ó'n mbóro so tóí an scaéaoir.

An bfuilim as toul ó'n mbóro so tóí an doirur? An bfuil ré as teacét ó'n doirur so tóí an scaéaoir? Níl ré as teacét, 7rl.

As panamaint. As.

Táim as toul so tóí an scaéaoir. Táim as panamaint as an scaéaoir.

An bfuilim as panamaint as an doirur? Nílir as panamaint, 7rl., taoi as toul ó'n scaéaoir so tóí an doirur.

II.

Téirig. Tar. Fan.

Téirig so tóí an doirur. Tá ré as toul so tóí an doirur.

Fan as an doirur. Cá bfuil ré as panamaint?

Tar so tóí an mbóro. An bfuil ré as toul so tóí an scaéaoir? Níl, tá ré as teacét, 7rl.

Gráiméar.—Táim. Ó'n doirur. So tóí an mbóro.

leigean a sé.

I.

As rsgníobhad. Sin. Seo. Eile.

Táim as rsgníobhad ar an gclár dub. Sin liciir, A. Seo liciir eile, B. Seo liciir eile, C.

Cadó an liciir í rin? Siní B. Cadó an liciir í reo? C.

focal. Gaeóiltz. Béarla.

Seo focal, “bóro.” Seo focal eile, “dopur.” Seo focal Béarla, “pen.” Seo focal Gaeóiltz, “peann.”

An aibgiciir.—A, B, C, D, E, F, G, H, I, L, M, N, O, P, R, S, T, U. 'Sí rin aibgiciir na Gaeóiltz.

le. leir an.

Táim as rsgníobhad leir an gcaile.

Sgí'is ar do páipéar leo' (le do) peann. An bfuilir as rsgníobhad ar an gclár leir an gcaile? Nílím as rsgníobhad, 7rl., ac táim as rsgníobhad, 7rl., lem' (le mo) peann.

II.

'Sead. Ní h-ead. Rád.

An Béarla an focal ro, “table”? Ir Béarla. Ir ead. 'Sead.

An Béarla an focal ro, “bóro”? Ní h-ead, ac Gaeóiltz (Gaeóluinn).

An liciir é reo, “teime”? Ní h-ead, ac focal.

Seo ráó, “Tá an bóro ruad.” Sgí'is ráó eile ar an gclár. An Gaeóiltz an ráó roin, nú Béarla? Gaeóiltz Ir Gaeóiltz é.

Sraiméar.—leir an gcaile. Ir Gaeóiltz é. Ir Béarla; iread.

léigeanann a seacht.

An Ceirt.

An Ffreagair.

Ag cur.

Ag freagairt.

“An bhfuil an leabhar agat?” Sin ceirt. “Tá an leabhar agam.” Sin freagairt. Táim ag cur ceirte ort—“Cá bhfuil an borsá?” Freagair an ceirt. “Tá an borsá ar an mbóro.” Cuir ceirt ar an gcailín. Cía tá ag cur na ceirte? Cía tá ag freagairt na ceirte?

Ceirteanna.

Ffreagraí.

- | | |
|---|---|
| 1. An bhfuil an éaróg bán? | 1. Níl an éaróg bán, tá an éaróg dubh. |
| 2. An bhfuil an leabhar fé'n mbóro? | 2. Níl an leabhar fé'n mbóro, tá fé ar an mbóro. |
| 3. Cá bhfuil an cáile? | 3. Tá an cáile inna borsá, agus tá an borsá ar an úrlár. |
| 4. An bhfuil sé 'n fíor ar an ról is ar an bóro agus an fíneog? | 4. Níl sé im' fíor ar an ról is ar an bóro agus an fíneog; táim im' fíor ar an gcailín is ar an bóro agus an t-ime. |

Ffreagair na ceirteanna ro agus rí'is na ffreagraí is leabhar.

- | | |
|-----------------------------------|--|
| 1. An bhfuil an cáilín agat? | 6. An bhfuil sé agat is agat? |
| 2. Cá bhfuil do éaróg? | 7. Cá bhfuil sé 'n fíor? |
| 3. An bhfuil mo éaróg bán? | 8. Cá bhfuil do éaróg? |
| 4. Cá bhfuil leabhar an cáilín? | 9. Cá bhfuil mo éaróg? |
| 5. An bhfuil an cáilín 'n a fíor? | 10. An bhfuil a hata agus a clóca ar an mnaoi? |
| | 11. An bhfuil é seo? |

Grámaí.—Ag cur. Ag cur na ceirte.

léigeann a h-oíct.

I.

An ceann.	An éluar.	An lámh.
An béal.	An trúil.	An éor.
An muineál.	An trpón.	An méar.
	An guala.	An glúin.

Cadó rin? 'Sé rin an ceann, an béal, an muineál.

Cadó rin? 'Sí rin an éluar, an trúil, an trpón, 7il.

An í rin an lámh nú an éor? 'Sí rin an éor. An í rin an méar nú an glúin? Ní h-í rin an méar ná an glúin, írí rin an guala. An é rin do ceann? Ní h-é rin mo ceann, íré rin do ceann péin. An í rin do éluar? Írí. 'Sí.

II.

Agam. Aḡat. Aige. Aici.

Tá an leabair agam. Tá an páirpéar aḡat. Cad tá agam? Tá an leabair aḡat. Cad tá aḡ an bpeair? Tá an borḡa aige. An bfuil an borḡa aḡ an mnaoi? Níl an borḡa aici, ac tá an éailc aici.

III.

Agam-ra. Aḡat-ra.

Níl an leabair agam. Tá an leabair aḡat-ra. Cad tá agam-ra? Tá an páirpéar aḡat-ra. An bfuil an peann aḡ an gcaitín? Níl an peann aici, ac tá an borḡa aici. Tá an peann agam-ra. Cá bfuil an éailc? Tá í aḡat-ra. An bfuil an maḡail aḡ an bpeair? Níl an maḡail aige, ac tá an peann luaróe aige.

An aige 'tá an ouó? {Ní h-aige.
Ír aige.

(a) Spaiméar.—An trúil. Cadó rin. Ír aige.

(b)

Ceirteanna.

1. Cad tá inna borsá?
2. Cá bhfuil an borsá?
3. Cad tá ar an mbóro?
4. An bhfuil an páipéar fé'n gcaitlín?
5. An bhfuil mo leabhar agat?
6. An bhfuil do leabhar ag an gcaitlín?
7. An bhfuil an cáile agat-ra?
8. Cía tá 'n a fuirde ar an ríol?
9. Cá bhfuilim im' fearainn?
10. An bhfuil do caróg buirde nú bán?
11. An ag an gcaitlín atá mo leabhar?
12. An agam-ra tá an boirdéal?

(c) Cuir an t-ainníogal roimh na focail seo:—

(Put the article, an, before the following nouns):—

fear, fuinneog, páipéar, bean, borsá, ceann, cor, méar, rúil, ríol, caróg, cailín, bóro, briog. (An fear, an fuinneog, ríol.)

Léigeanh a naoi.

I.

Uimhir uatha.

Uimhir iolrao.

An leabhar.

Na leabhair.

An peann.

Na pinn.

An bóro.

Na búirí.

An doirí.

Na doirí.

An borsá.

Na borsáí.

An fear.

Na fear.

An bean.

Na mná.

An cailín.

Na cailíní.

An fuinneog.

Na fuinneoga.

An cáitlín.

Na cáitlíní.

Cad íad roim? 'Síad roim (íolrao roim) na leabhair, na pinn, ríol. An íad roim na páipéir? Ní h-íad roim na

páirpéir, 'riao roin na fuinneoga. An iao ro na borḡaí nú na búirto? Ní h-iao roin na borḡaí ná na búirto, 'riao roin na caṡaoiracá. Cá bfuil na caṡaoiracá? Táto riao (tá riao) ar an úrlár.

Cao iao roin? 'Siao roin na bróḡa, na caróḡa, na bónaí, 7rl. An bfuil na bónaí ḡorm? Nílto riao (níl riao) ḡorm, táto riao bán. An bfuil mo bróḡa ouḃ? Táto riao ouḃ. Táto. An bfuilito riao deapḡ? Nílto.

II.

Cia h-iao. Súto. Siúto.

Cia h-iao roin? Siao roin na fip, na mná, na cailíní. An iao ro na cailíní? Ní h-iao; 'riao roin na fip. An iao rúto na mná? Iriao. 'Siao. An í ríúto an cailín? Iprí. Cia h-é ríúto?

(a) ḡraiméar.—An iao. An bfuilito. Cia h-iao.

(b) Cuir ran uimhir iolraḃ na páirḃte reo :—

1. Tá an bóirto aḡur an caṡaoir aḡur an borḡa aḡur an rṡól ar an úrlár.
2. Níl mo rṡoca ouḃ, ac tá ré ruad, aḡur tá mo bróḡ buirde.
3. Tá an fear aḡur an bean aḡur an cailín aḡ rḡríobad.
4. Tá caróḡ aḡur hata aḡur bóna aḡur carabac aḡam inra borḡa.
5. An é ríúto an fear? Ní h-é.
6. An í reo an bean? Iprí.
7. An bfuil rí aḡ oul ḡo rṡí an ḡcaṡaoir?
8. Cá bfuil an rorur, an fuinneog, an peann luairde, an falla, an liciṡ, an rocal?
9. An í rin do cluar, do fúil, do ḡuala?
10. 'Sí reo an lám, an cor, an méar, an ḡlúin.
11. An ceann, an béal, an muneál, an riaḡail, an rorur.

(c) Cuir an t-airṡiogal roim na rocal reo :—

Bóirto, caṡaoir, úrlár, peann, rorur, leabdar, bert, cailc, cailín, clóca, bóna, ḡúna, cluar, póca.

lÉiḡeann a dEiC.

I.

Ár. Æur. A.

Támíto. Tátḃaoi.

Táim im' fearaḃ. Taoi io' fearaḃ. Támíto inár (in ár) fearaḃ. {Tátḃaoi inḃur ruiḃe. An ḃfuilimíto inár fearaḃ? Tátḃaoi inḃur fearaḃ. An ḃfuilimíto inár ruiḃe? Níl ríḃ inḃur ruiḃe. An ḃfuil na cailíní in a fearaḃ? Nílto ríao 'n a fearaḃ, táito ríao 'n a ruiḃe. Cá ḃfuil ríao 'n a ruiḃe? Táito ríao 'n a ruiḃe ar an rḃól ioir an bóro aḡur an ralla. An ḃfuil ríḃ inḃur fearaḃ? Nílímíto inár fearaḃ, támíto inár ruiḃe.

Inár=in ár.

Inḃur=in Æur.

Ár ḡearóḡa.

Tá mo éaróḡ ouḃ. Tá do éaróḡ ouḃ. Tá ár ḡearóḡa ouḃ. An ḃfuil Æur mbónaí ouḃ? Níl ár mbónaí ouḃ, táito ríao bán. Níl a mbónaí ouḃ, tá a mbónaí bán. Tá a mbróḡa ouḃ.

II.

Orainn. Oraib. Orḃa.

Tá mo éaróḡ orḃm. Tá do éaróḡ orḃ. Tá ár ḡearóḡa orainn. Níl ár haḃaí orainn. Tá Æur mbróḡa oraib. An ḃfuil ár mbónaí orainn? Tá Æur mbónaí oraib. Cá ḃfuil na cailíní? An ḃfuil a ḡelócaí orḃa? Níl a ḡelócaí orḃa, aḃ tá a ḡḡúnaí orḃa, aḡur tá a mbróḡa orḃa.

III.

Againn. Aghaib. Acu. Againn-ne, 7rl.

Tá mo leabhar agam-ra agus tá do leabhar agat-ra. Tá ár leabhair againn. An bfuil ár leabhair againn? Tá buir leabhair aghaib. Tá na cailíní 'n a fuirde agus níl a leabhair acu, ac tá a bpinn acu. An bfuil a bpáiréir acu? Táio, agus táio ríad ag rghíob'. An bfuil ár bpáiréir againn-ne? Níl buir bpáiréir aghaib-re, ac tá buir leabhair aghaib.

(a) Sraiméar.—Táimíó. Ár gcaróga. Agam-ra, aghaib-re.

(b) Cuir ran iolraó :—

1. Tá an cailín 'n a fuirde, agus tá a hata uirthi.
2. Tá an fear 'n a fearaí, agus tá a caróg ari.
3. Táim im' fearaí, agus tá mo caróg orm.
4. Taoi io' fuirde, agus tá do dhóga agus do carabac ort.
5. Cá bfuilim im' fuirde?
6. Níl rí 'n a fearaí.
7. An bfuil io' fuirde?
8. Tá ré 'n a fuirde, agus tá a leabhar aige.
9. Níl mo leabhar agam, ac tá mo páiréir agam.
10. Tá do pheann agat-ra, agus taoi io' fuirde.
11. Tá a bróga uirthi, agus tá a páiréir aici.

(c) Cuir "ár" roim na focail seo :—

Dóirre, pínn, gúnaí, cluara, pócaí, clócaí, dhógaí, beirt-eanna, caróga, bróga, rúile, fuinneoga.

(d) Sgrí'is amac léigean a h-don.
(Copy Exercise I.)

lÉiḡeann a h-aonḡeas.

'Sí rin mo cor.	Caoí rin?
'Sí rin cor an búir.	'Sí rin cor na mná.
„ „ an fíir.	„ „ na caḡaoirac.
„ „ an pinn.	'Sé rin bun na fuinneoirge.
'Sé rin barr an pinn.	„ barr na fuinneoirge.
„ „ an tuiuir.	„ „ na bpióige.
„ bun an tuiuir.	„ „ na cailce.
„ „ an fália.	„ „ na maḡlaḡ.
„ „ an bopca.	„ „ na cluairc.
„ barr an pinn luairc.	„ „ na rpióna.
„ „ an clóca.	„ „ na caróige.
„ „ an ḡúna.	„ „ na beirte.
„ clóca an cailín	„ clóca na mná.

Barr na méirce, na láime, na coirce.

An é rin barr an tuiuir? Ní h-é. 'Sé rin bun na fuinneoirge. An í rin cor an pinn nó cor na caḡaoirac? An é rin bun na cluairc nó barr na rpióna? An é rin hata an fíir nó clóca na mná?

Tá barr mo pinn ar an bpáiréar. Tá cora an fíir fé'n ḡcaḡaoir.

(a) ḡraiméar.—Barr an pinn; barr an tuiuir. Barr na bpióige.

(b) ḡḡrí'ig 5 páirte mar é reo :—
(Write 5 sentences like the following) :—

Tá cor an pinn deapḡ.

ḡḡrí'ig 5 páirte mar é reo :—

Tá barr na cailce fé'n leabair.

(c) ḡḡrí'ig amac 10 líne de lÉiḡeann a ḡó.
(Copy 10 lines of Exercise 2.)

(d) ḡḡríḡinn ó páḡ beil (Dictation)—10 páirte.

léigeanann a tóúéas.

I.

as tógaint.

as cup.

a tógaint.

a cup.

Táim as tógaint an leabair. Táim as cup an leabair
ar an mbóro.

Tóg an peann.

Taoi as tógaint an pínn.

Cuir an peann ar an mbóro.

Taoi as cup an pínn ar an mbóro.

Táim taoi, tá pé, as tógaint an páirpéir.

Cao táim a tógaint? Táim as tógaint an borgea.

Cao tá pí a tógaint? Tá pí as tógaint an pínn luairde.

Cao taoi a cup ar an gcaoir? Táim as cup an cáirta
ar an gcaoir.

II.

as orgailt.

as dúnao.

a ó'orgailt.

a dúnao.

Táim as orgailt an leabair. Orgail an leabair. Taoi
as orgailt an leabair.

Táim as dúnao an leabair. Dún an leabair.

Cao táim a ó'orgailt? Taoi as orgailt an leabair.

Cao tá pé a dúnao? Tá pé as dúnao an leabair.

a déanamh.

Táim as tógaint an leabair. Cao táim a déanamh?
Taoi as tógaint an leabair. Cuir an borgea ar an úrlár.
Cao tá pé a déanamh? Tá pé as cup an borgea ar an
úrlár. Cao táim a ó'orgailt? Taoi as orgailt na
puinneoisge, na caróisge. Taoi as tógaint na cailce, na
maíglac, na caoirac.

(a) **Ḥraiméar.**—Tós an leabair. As tógaint an leabair.
Cao táim a ó'orgailt. Tós.

(b) **Sgrí'ig** io páirté mar é reo :—

“Tós an borgia; tá ré as tógaint an borgia; cao tá ré a tógaint?” asur tabair irteac na focail reo (using the following words) :—Tós, cuir, orgail, óún; asur na focail reo :—Óróg, caróg, doirur, cataoir, peann, hata, bóna, fuinneog, leabair, carabac.

(c) **Sgríibinn** ó páó béil—io páirté ar léigeann a naoi
(from Exercise 9).

léigeann a tríóeas.

Ḥaḋa.	Ḥairio.
leatan.	Cuimang.
mór.	beag.
áirio.	íreall.

Tá an páiréar Ḥaḋa. Tá an peann luairde Ḥairio. Tá an riagail Ḥaḋa. Níl an cáile Ḥaḋa, tá ri Ḥairio. An ḋruil an páiréar Ḥaḋa? An ḋruil an peann luairde Ḥaḋa? An ḋruil an riagail Ḥairio?

Tá an bóro leatan. Tá an páiréar cuimang. An ḋruil an bóro cuimang? An ḋruil an t-úrlár leatan? An ḋruil an borgia leatan?

Tá an t-úrlár Ḥaḋa asur leatan; tá an t-úrlár mór. Tá an cáile beag. An ḋruil an borgia mór? An ḋruil an bóro mór?

In teaching this lesson the quality ascribed to each object should be such as to impress the pupil at first sight. Thus an object described as Ḥaḋa should have its length out of all proportion to its other dimensions. An object described as beag should appear very small by contrast with another object.

Τά an παλλα άρνo. Τά an βοργα ήρεαl. Άn ήρνuιt άn
ρνόl άρνo? Άn ήρνuιt άn ϑuιnnεοg ήρεαl?

Ραμάρ.	Caol.
Τέαgαρτα	Tanaiðe.

Τά cor άn ήρνuο ϑαμάρ. Τά cor άn ϑuιnn caol. Τά an
leaðar τέαgαρτα. Τά an πάίρεαρ tanaiðe.

(a) Σραιμέαρ.—Τά an πάίρεαρ ϑαða.

(b) Cuip ϑan uoñuáð na ceirteanna agur na ϑpeagpaí atá
uñpa leígeann ro. Τά na πάίρειρ ϑaða, 7uñ.

Note—Caite does not take the plural.

(c) Sgñibinn ó naðo béit.—Ar leígeann io.

leígeann a ceatairðeag.

I.

níor ϑia.	Níor gíorpa.
„ leicne.	„ cumainge.
„ mó.	„ luða.
„ aoirðe.	„ írle.
„ ϑiamñe.	„ caoile.
„ τέαgαρτα.	„ tanaiðe.

II.

Τά an πάίρεαρ ϑaða. Τά an bóρνo níor ϑia (níor ϑuioe)
nā an πάίρεαρ. Τά an ϑτόl níor ϑia nā an bóρνo.

Τά an éaite gairuð. Τά an peann luaiðe níor gíorpa nā
an éaite. Άn ήρνuιt άn éapóg níor gíorpa nā an ðepc?
Níl, τά an éapóg níor ϑia nā an ðepc. Άn ήρνuιt άn peann
níor gíorpa nā an leaðar?

Τά αν bóρo leázan. Τά αν τ-ύrlápi níop leícthe ná an bóρo. An býuit an leáðari níop cumáinge ná an páipéari? An býuit an clári níop mó ná an cápta? An býuit an fúinneos níop doiríoe ná an pálla? An býuit cor an pinn níop cloile ná cor an pípi? Τά αν leáðari po níop deiríge ná an éaéaoip rin.

II.

Ćú. É. Í.

Τά αν clári ouð níop doiríoe ná mé.

Τά αν πορur níop doiríoe ná ćú, níop doiríoe ná é, níop doiríoe ná í.

Τά αν fúinneos níop doiríoe ná $\left\{ \begin{array}{l} \text{pinn.} \\ \text{pib.} \\ \text{iao.} \end{array} \right.$

An býuit an bóρo níop doiríoe ná ćú, ná é, ná í, ná pinn, 7πl.

(a) Σηαιμέαρ.—Níop pia ná. Níop doiríoe ná ćú.

(b) Σσηί'ις ιo πρίoτε μαρι é peo :—

“Τά cor an pinn níop deiríge ná clóca an éailín;” ásur tabari irceá:—Deiríge, báine, ouíbe, buíoe, suiríoe, sluiríoe.

(c) Σσηί'ις ιo πρίoτε ásur na focail peo ionnta :—

Ćú, é, í, pinn, pib, iao.

(d) Σσηί'ις ιo πρίoτε ásur na focail peo ionnta :—

(v) Σσηί'ις ιo πρίoτε ásur na focail peo ionnta :—

ΛΕΙΞΕΑΝΝ Δ CΥΙΞΘΕΑΣ.

I.

Ὁμ̃ παῖδα.

Ὁμ̃ ζαίρω.

Le (leir an).

Τά an τ-ύπλάρ παῖδα. Τά an παῖλα παῖδα. Τά an τ-ύπλάρ
ὁμ̃ παῖδα leir an ὅπαῖλα. An ὅφουλ an leαῖαρ ὁμ̃ ζαίρω
leir an ὅπαίρεαρ? An ὅφουλ an leαῖαρ ὁμ̃ παῖδα leir an
ὅρεαν? An ὅφουλ an παίρεαρ ὁμ̃ leαῖαν leir an
μβόρω?

An ὅφουλ an ὅρζα ὁμ̃ μόρ leir an μβρόιζ?

An ὅφουλ an ὅερτ ὁμ̃ παῖδα leir an ζαρόιζ?

An ὅφουλ an παῖλα ὁμ̃ h-άρω leir an ὅφυννεοιζ?

An ὅφουλ an φεαρ ὁμ̃ h-άρω leir an μναοι?

Τά an φεαρ νίωρ αοίρωε nά an ὅεαν.

An ὅφουλ an clάρ τουῖ ὁμ̃ h-άρω lem' (le mo) cluair,
lem' ῥρόιν, lem' ζυαῖαν?

An ὅφουλ an παίρεαρ ὁμ̃ παῖδα leo' (le το) λάιμ, leo'
coir, leo' μέιρ?

An ὅφουλ an ζύνα ὁμ̃ παῖδα leir an ζclόca? An ὅφουλ
an ὅεαν ὁμ̃ h-άρω leir an ζcailín? An ὅφουλ ceann an
cailín ὁμ̃ h-άρω le cluair na mná, le cluair an ῥίρ, ὁμ̃
h-άρω le n-a ζυαῖαν, le n-a cluair? An ὅφουλ an cailc
im' λάιμ agam? Cao tá fé m' ὅρόιζ? An ὅφουλ an ὅρόζ
ar mo coir?

II.

Inr an loirpað.

Níl na caṡaoirpaṡa ὁμ̃ h-άρω leir na ὅόιρριῖ, leir na
φυννεοζαῖῖ, leir na φεαῖαῖῖ, leir na cailíníῖ.

Ar na

Inr na

Ag na

Or na (ó na)

} caṡaoirpaṡaῖῖ, ὅόρωαῖῖ, φεαῖαῖῖ, μναῖῖ, ῥρ.

III.

Liom. leat, 7rl.

Níl an bóro com h-ápo liom.

Táim com h-ápo leat.

Nílím com h-ápo leir an bfeap; nílím com h-ápo leir.

Níl tú com h-ápo leir an scaitín; níl tú com h-ápo léi.

Níl na caḡaoiracá com h-ápo { linn.
lib.
leo.

(a) Sraiméap.—Leir an mbóis. Leir na doirrib. Com h-ápo liom.

(b) Sgrí'ig io líne map reo:—

1. Bóro.— An bóro, cor an búir, leir an mbóro, ar na bóroaiḡ.

2. Fuinneog.— — — — —

3. Doirur.— 4. Sualá.— 5. Cor.— 6. Uilár.—

7. Láim.— 8. Fear.— 9. Bean.— 10. Bpóg.—

(c) Sgrí'ig io páirte asur na focail reo ionnta:—

liom, leat, leir, léi, linn, lib, leo.

(Táim níor doirde ná an bóro; níl an bóro com h-ápo liom).

léigeanh a séoéas.

ḡá cup. ḡá cup.

Táim as cup an leabair ar an mbóro. Táim ḡá cup ar an mbóro. Cá bfuilim as cup an leabair? Taoi ḡá cup ar an mbóro. Cá bfuilim as cup an pinn? Taoi ḡá cup ar an leabair. Cá bfuilim as cup an borsá? Taoi ḡá cup ar an scaḡaoir.

Táim ag cur na cađaoiriac ar an úrlár. Táim gá cur ar an úrlár. Cá bfuilim ag cur na cailce? Taoi gá cur ar an gcađaoir. Cá bfuil ré ag cur na ríaglac? Tá ré gá cur ar an ríol.

An bfuilim ag tógaint an páirpéir, an ríol, an éilár? Táim gá tógaint.

An bfuil ré ag tógaint na cađaoiriac, na cailce, na ríaglac? Tá ré gá tógaint. Cuir ar an mbóro í. Cá bfuil ré gá cur?

An bfuilim ag tóinao an leabair? Taoi gá tóinao. An bfuilim ag tóinao na fuinneoirge? Taoi gá tóinao. An bfuil rí ag orđailt an duirir? Tá rí gá orđailt. An bfuil rí ag orđailt na fuinneoirge? Tá rí gá h-orđailt. An bfuilim ag orđailt na caróirge? Nílir gá h-orđailt, taoi (taoir) gá tóinao.

Ag tóinao an duirir, (ag a tóinao) gá tóinao.

Ag tóinao na fuinneoirge, (ag a tóinao) gá tóinao.

(a) Spairméar.—Gá cur, gá cur. Cuir ar an mbóro í.

(b) Cuir foirinnm i nđac áit ir féirir é inr na páiríob reo:—

(Put pronouns or possessives instead of nouns.)

An leabair.—Tá an leabair (tá ré) ar an mbóro; tá an páirpéar fé'n leabair (fé); tá an páirpéar níor ríá ná an leabair; níl an peann cóm ríáa leir an leabair (leir); táim ag tógaint an leabair (gá tógaint); táim ag orđailt an leabair; tóg an leabair; cia tá ag tógaint an leabair?

An cađaoir.—Tá an c—— ar an úrlár; tá an bórđa fé'n gce.; táim im' fuirde ar an gce.; tá mo ceann níor doirde ná an c.; níl mo glúin cóm h-árto leir an gce.; cia tá ag tógaint na c.

An fuinneoir.—Tá an f. níor doirde ná tú; tá an palla níor doirde ná an f.; táim ag orđailt na f.; cia tá ag orđailt na f.? cia tá ag tóinao na f.?

Αν ρεαρ.—Τά κορα αν ριρ πέ'η ρτόλ; τά αν λεαβαν βεας
ας αν βρεαρ; νίλ α ηατα αρ αν βρεαρ; αν έριν αν ρεαρ?

Αν βεαν.—Νίλιν κομ μόρ λειρ αν μναοι; κά βρουλ
ελόκα να μνά? Τά α βιόσα αρ αν μναοι; νίλ αν
ράιρεαρ ας αν μναοι; τά αν τορur νίορ διορue ná αν
βεαν; αν ί ρεο αν βεαν?

ΛΕΙΓΕΑΝΝ Α ΣΕΔΩΤΩΕΑΣ.

I.

Να ριγιúρι αςur να η-Λιμρεαδα.

0 Νεαμνιό.	30 Όειό αςur ρίε.
1 Δον.	31 Δονωέας αρ ρίετο.
2 Όό.	32 Όόωέας αρ ρίετο.
3 Τρί.	39 Ηαοιωέας αρ ρίετο.
4 Σεαταρ.	40 Όαόαο.
5 Κύις.	41 Δον αςur όαόαο.
6 Sé.	50 Όειό αςur όαόαο.
7 Σεάετ.	51 Δονωέας αςur όαόαο.
8 Οότ.	52 Όόωέας αςur όαόαο.
9 Ηαοι.	60 Τρί ρίετο.
10 Όειό.	61 Δον αςur τρί ρίετο.
11 Δονωέας.	70 Όειό αςur τρί ρίετο.
12 Όόωέας.	71 Δονωέας αςur τρί ρίετο.
13 Τριωέας.	72 Όόωέας αςur τρί ρίετο.
14 Σεαταρωέας.	80 έειτρε ρίετο.
15 Κύιςωέας.	81 Δον αςur έειτρε ρίετο.
16 Séωέας.	90 Όειό αςur έειτρε ρίετο.
17 Σεάετωέας.	91 Δονωέας αςur έειτρε ρίετο.
18 Οότωέας.	92 Όόωέας αςur έειτρε ρίετο.
19 Ηαοιωέας.	
20 ρίε.	
21 } Δον αςur ρίε.	100 Céαο.
21 } Δον ιρ ρίε.	500 Κύις céαο.
22 Όό αςur ρίε.	1000 Μίλε.

(Ας κομαιρεαμ.)

II.

Δε Κομαιρεαή.

Τάιμ δε κομαιρεαή μο	Τάμιτο δε κομαιρεαή άρ	} μέαρ- αά.
μέαραα.	Ταοι δε κομαιρεαή το	
Ταοι δε κομαιρεαή το	Τάταοι δε κομαιρεαή βυρ	
μέαραα.	Τά ρε δε κομαιρεαή α	
Τά ρε δε κομαιρεαή α	Τάιτο ριατο δε κομαιρεαή α	
Τά ρι δε κομαιρεαή α	μέαραα.	

Α η-αον, α το, α τρι, α ααταρ, α αίγ, α ρε, α ραατ, α η-οα, α ναοι, α αειά.

Αο αινμνααα να μέαραα : Αη όροα, αη μέαρ αοαίγ, αη μέαρ άαα, μέαρ αη άαίμνη, αη λυτοίη.

Τάιμ δε κομαιρεαή να λαααρ : Α η-αον, ηη., α η-αονααα, α τοααα, α τριααα, α αααταρνααα, α αίγνααα, α ρεααα, α ραααααα, α η-οαααα, α ναοινααα, α ρία ; α η-αον ιρ (ααυρ) ρία, α το ααυρ ρία, α αειά ααυρ ρία ; α η-αονααα αρ ρία, α τοααα αρ ρία, α αααα (αά ρίαα), α η-αονααα ααυρ αααα, α τοααα ιρ (ααυρ) αααα ; α τρι ρία ; α αειααα ρία ; ααα.

Ααα τάιμ α αάααη ? Ταοι δε κομαιρεαή να λαααρ. Κομαιρηή να αααοιρααα. Α η-αον, α το, ηη.

να λαααρ.	Τά ρε δε κομαιρεαή να λαααρ.	
να ράιρπει.	,, ,, ,,	βράιρπει.
να ριη.	,, ,, ,,	βρεαη.
να βορζαί.	,, ,, ,,	μβορζαί.
να βροα.	,, ,, ,,	μβροα.
να ριρ.	,, ,, ,,	βρεαρ.
να μνα.	,, ,, ,,	μνα.
να ααίλινι.	,, ,, ,,	ααίλινι.
να ρααίλινι.	,, ,, ,,	ρααίλινι.

(α) Ααίμναα.—Αον, το. Α η-αον. Δε κομαιρεαή να λαααρ.

(b) Cuir ra gheineamhnaí na focail seo (le aḡ dúnadh, aḡ cur, aḡ comhairleádh, srl).

(Táim aḡ dúnadh mo fúl.)

Dóirre, borḡaí, búir, fuinneosḡ, caḡaoirí, falláí, picḡiúirí, boiréil, rinn luairé, rúile, cora, láma, carḡḡa, bónaí, brḡḡa.

léigeanh a h-oḡtḡeas.

An 'mḡḡ leabhar.

Cia méir leabhar.

An 'mḡḡ leabhar aḡ ar an mbóir? (An iomḡa leabhar?)

Don ceann aḡáin.

ḡá ceann.

Trí cinn.

Ceirre cinn.

Cúḡ cinn.

Sé cinn.

Seacht gcinn.

Oḡt gcinn.

Naol gcinn.

Deic gcinn.

Don ceann ḡeas.

ḡá ceann ḡeas.

Trí cinn ḡeas.

Seacht gcinn ḡeas.

Oḡt gcinn ḡeas.

Naol gcinn ḡeas.

ḡice ceann.

Ceann ir ḡice (aḡur ḡice).

ḡá ceann aḡur ḡice.

Trí cinn aḡur ḡice.

Deic gcinn aḡur ḡice.

Don ceann ḡeas aḡur ḡice.

ḡaḡaḡ ceann.

Ceann aḡur ḡaḡaḡ.

Trí ḡicḡ ceann.

Ceirre ḡicḡ ceann.

Céaḡ ceann.

An 'mḡḡ caḡaoir (cia méir caḡaoir) aḡ inra treomra?
An 'mḡḡ leabhar? An 'mḡḡ bírre? An 'mḡḡ fuinneos?
An 'mḡḡ méar? srl. Don caḡaoir aḡáin, ḡá caḡaoir,
trí caḡaoirí, srl. Don leabhar aḡáin, ḡá leabhar, trí
leabhar, srl. Don bírre aḡáin, ḡá bírre, trí bírre, srl.
Don fuinneos aḡáin, ḡá fuinneois, trí fuinneosḡ, srl.

Don méar amáin, óá méir, trí méaraða déas, 7rl. Trí cinn déas de méaraib, ceitpe cinn o'fhuinneogaid, reacht gcinn de leabraið.

(a) Sraiméar.—An 'móó leabair. Atá. Don éeann amáin. Óá leabair. Ceitpe cinn de leabraið.

(b) Sgrí'ig amac:—

An 'móó caṭaoir, an 'móó hata, 7rl., atá ra treompia ro asur cá bfuil ríao?

An 'móó leabair, an 'móó pictiúir, 7rl., asur cá bfuil ríao?

(Tá tá caṭaoir ioir an doirur asur an bóro, 7rl.)

(c) Cuir focail i n-ionad gac líne annro ríor:—

Caṭé rin? — — an leabair.

An — an éaic duð? Níl, — — bán.

An — rin an bóro? Ní —, — rin an ríol.

An — rin an caṭaoir? —

An — mo éaróḡ ḡlar? Níl — ḡlar, tá — duð.

Caṭ tá fé'n —? — an borḡa fé'n —

An bfuilir — fuidhe ar an ríol? Nílím — — ar an ríol, táim — — ar an úrlár.

An bfuil do hata oir? Tá — hata —

An bfuil mo éaróḡ oim? Tá — —

An bfuil — clóca ar an mnaoi? Tá — clóca —.

Cia h-iao roim? — — na cailíní.

An bfuil — 'n a rearm? —, táio — 'n a —

An iao ro — fir? Ir —

An leabair — reo? —.

An hataí — roim? Ní —, ac cairpíní.

(o) Sraiméar.—An iao; caṭ tá; cia h-iao. Tá rí oim. Ar Óóinnall.

lEIGEANN A NAOIDÉAS.

An 'móó fear.

An 'móó fear (cia méio fear) atá ann? Comairm na fir. Sin fear (rin don fear aifáin), rin beirt, rin triúr, 7rl. Comairm na mná.

Fear.

(=don fear aifáin).

Beirt fear.

Triúr fear.

Ceathrar fear.

Cúigear fear.

Seirgear fear.

Mórseirgear fear.

Octar fear.

Naonbur fear.

Deichniubar fear.

Don fear déas.

Óáréas fear.

Trí feara déas.

Čeitre feara déas.

7rl.

Fice fear.

Fear ir fice.

Beirt fear ir fice.

Trí feara ficead.

(Trí feara ir fice.)

Bean.

(=don bean aifáin).

Beirt ban.

Triúr ban.

Ceathrar ban.

Cúigear ban.

7rl.

Don bean déas.

Óáréas ban.

Trí mná déas.

(Trí bean déas.)

Čeitre mná déas.

(Čeitre bean déas.)

Fice bean.

Trí ficeo bean.

Céad bean.

Buačail (don buačail aifáin), beirt buačailí, triúr buačailí.

Cailín, beirt cailíní, triúr cailíní, ceathrar cailíní.

Leab, beirt leab, triúr, ceathrar, 7rl., leab.

An 'móó fear atá ra treompia? An 'móó bean? An 'móó cailín? An 'móó buačail? An 'móó leab? Cá bfuil na leabáí?

An 'móó fear, an 'móó cailín, ra pictiúr peo? An 'móó cailín atá 'n a fearaí? An 'móó fear 'n a fúide?

(a) Ξηαιμέαι.—Βεητ φεαι. (Αη 'μόο φεαι) 'η α ρυίθε.

(b) Σξηί'ις άμας αη μέιθ ρεο τίορ; κυρ ροαί ι η-ιοηαθ
 ζας ίίηε:—

Τά αη φεαι ρο 'η α — αη αη ζααάοιη, αζυρ τά — έορα
 ρέ'η ηβόρθ αίγε. Νίλ ρέ αζ ορζαίτ — ουιυρ, ηά αζ
 ουίηαθ — ρυηη—, ας τά ρεαηη 'η α ί — αίγε, αζυρ τά
 ρέ αζ ρξηίθβαθ αη — βράίρφαη — αη βρεαηη. Τά ρεαηη
 λυαίθε ηη α ί — είτε αίγε, ας ηίλ — αζ ρξηίθβαθ ί —.
 Νίλ α ηαα —, ας τά α βρόζα —, αζυρ τά — έίαρρύη 'η α
 ρόαα αίγε. Αη — αη μάίξηρτρη —?

(c) Κυρ ρα βεαηηηζγε αη μέιθ ρεο έυαρ (βεαη, μάίξηρ-
 τρεάη, ι η-ιοηαθ φεαι, μάίξηρτρη).

(d) Κυρ ραη ίοίηαθ έ. (Τά ηα ρηη, ηηλ.)

Λείζεαηη α ρίςε.

I.

Νίορ μό λεαβαη.

Τά έείτρε λεαβαη αζαη-ρα. Τά ηίορ μό ηά έείτρε
 λεαβαη αζατ-ρα.

Τά ρέ λεαβαη αζατ.

Τά ηίορ μό λεαβαη αζατ-ρα ηά τά (ηά ηαρ ατά) αζαη-ρα.

Τά ηίορ λυζα λεαβαη αζαη-ρα ηά (ηαρ) ατά αζατ-ρα.

Τά ηίορ μό ρεαηη, βοιθέαί, ράίρφαη, αη αη ηβίηρε ρηη
 ηά αη αη ηβίηρε ρεο.

Αη βρυίλ ηίορ μό βαη, ηίορ μό φεαι, ηίορ μό βυαέαιίί,
 ρα ρίςτιύη ρεο ηά ρα ρίςτιύη ρηη?

Αη βρυίλ ηίορ λυζα ρυηηηεοζ αη αη ρεοηηα ρο ηά αη αη
 ρεοηηα είτε?

Ιρ μό θε λεαβραιβ ατά αζατ-ρα ηά τά αζαη-ρα.

Ιρ μό θε ρεαηηαίβ, θε βοιθέαίαίβ, ηηλ.

Ír luğa de mñáib, o' fearaib, de úóirrib, 7rl.

Tá úá leabair as Úómnall.

An mó tá as Úómnall ná tá asam-ra?

Ní mó, ac ír luğa tá as Úómnall ná asat-ra.

An mó tá asam-ra ná as Úómnall? Ír mó.

Tá ré cinn de leabairib asat-ra; tá úá ceann as Úómnall.

Tá ceitpe cinn asat níor mó ná tá as Úómnall.

II.

Níl ac —. An oipeao.

An bfuil reacht leabair asam? { Níl asat ac ceitpe cinn.
Níl ac ceitpe cinn asat.

An bfuil trí cinn as Úómnall? Níl aige ac úá ceann.

Tá úá leabair as Máire; an bfuil níor mó as Máire ná tá as Úómnall? Níl aici ac an oipeao céadna.

An bfuil oipeao (an oipeao) leabair asam-ra asur tá as Máire? Tá níor mó leabair asat ná tá aici-pe.

An bfuil an oipeao ban, an oipeao cailíní, an oipeao boiréal,—asur tá, 7rl.

Dear. Cléit.

An bfuil níor mó méaraça ar do lámh deir ná ar do lámh cléit? Níl, ac an oipeao céadna.

Caoi an lámh í rin? Siní an lámh dear. Siní an lámh cléit. Siniaó méaraça na láime deire. Siniaó méaraça na láime cléite.

(a) Snaimear.—Aici-pe. Níor mó leabair. Ceitpe leabair, ceitpe cinn. Ír mó.

(b) Sgrí'is io de páirtib, asur tabair irteac na focail reo:—

Níl—ac, an oipeao, ír mó, níor mó, dear, cléit.

(c) Sgrí'is io líne ar léigean 14 asur cuir “ír ria,”
“an siorra,” 7rl., i n-ionao “níor ria,” 7rl.

(v) Sgħú'is ceirteanna oiprò òor na freaghaib reo:—

(Write questions to suit these answers) :—

- | | |
|---|---|
| 1. Tá pí an an mbóro. | 11. Ír ria an bóro ná é. |
| 2. Ioir an bóro agus an
fuinneos. | 12. Ír doiríoe an doirur ná í. |
| 3. Nílín; táim as teacht
ó'n doirur. | 13. Ír giorra mo bert ná í. |
| 4. Tá pí as tógaint an
leabair. | 14. Ír mó tá agam-ia ná tá
agat. |
| 5. Tá pé as ordaile an
duirur. | 15. Níl ac óa éann. |
| 6. Níl, ac tá pé gá tóinao. | 16. Níl ac an oipeao céadna. |
| 7. An na caoiaiaib. | 17. Siní mo láim óear. |
| 8. Tá pé as rghioao. | 18. Ní h-iao, ac méaria na
láime cléite. |
| 9. Ieir an breann. | 19. Níl ac tuiúir ban. |
| 10. An an bráiréar. | 20. Ír leabair. |
| | 21. Ír leabair iao. |

(e) **Συναίμαρ.**—**Νά** é. **1r** **λεαδαιρ**, **1r** **λεαδαιρ** **1αθ**.

léigeann a h-aon agus fiche.

I.

Σὺν τῇ ἐκκλησίᾳ ἀνὰ τὸν οὐρανόν.

Δὴν 'mòó cápta átá aḡam-ra? Níl don cápta aḡam.

An bfuil aon cárta ag Dóinnall? Níl aon cárta aici.

Τὰ να εἴπῃ το ἑῖς ἀν ἄν ἰσχύει.

(Τόσανν ἀν μαίγειρτιν κυρ οἰοῖ.)

Ἦλ na cáptaí zo léir ar an mbóro. Tá cuio díob
 aḡam-ra.

An bfuil ríad go léir agam? Níl agat ach cuid díobh.

Τά αν κύρο ειλε αν αν ιμβόμο.

An bfuil na leabhair go léir ar an mbóro?

Níl ar an mbóro ac cuir doib. Tá cuir doib ag Dómnall agus cuir doib agam-ra.

An bfuil an peann dearg? Tá cuir de dearg, agus cuir de dubh.

An bfuil an éalac go léir bán? Níl, tá cuir di bán agus tá cuir di buíde.

Tá cuir { doib }
 { acu } agam.

Tá cuir { dinn } inár fearaí, agus cuir { dinn }
 { agam } inár buíde.

Tá cuir { doib } inbui fearaí, agus tá cuir { doib }
 { aguib } inbui buíde.

Níl ac cuir beag acu agam-ra.

{ Tá cuir mór acu ar an mbóro.

{ Tá cuir mair acu ar an mbóro.

Ta cuir der na fearaib 'n a fearaí.

II.

An 'mó do litir atá inna bfoal ro, "tú"?

An 'mó do litir atá inna leabair ro?

Tá móráin litreacha ra leabair. Níl ac beagán litreacha inna bfoal roin.

An bfuil móráin leabair atat? An bfuil móráin bán aho? Móráin fear, ghl., beagán fear, caithneacha.

An bfuil aigeas ro' pócá agat?

Tá míle púnt (£1000) ag Dómnall; tá móráin aigeas aige.

Níl ac beagán aigeas agam-ra; níl agam ac dá púntinn (2d.).

Níl oirleadó airgid agam agus tá ag Dómnall.

{Tá níor mó airgid ag Dómnall ná tá agam-ra.
 }Iar mó o' airgead atá ag Dómnall ná agam-ra.

Tá cuio máit leabhar agam-ra, agus tá cuio máit airgid ag Dómnall.

(a) Sraithéar.—Ag Dómnall. Inbui. Oer na fearaid.
 Tú. Móran.

(b) Eadtra.

Tá móran buadailí ra rgoil reo, cuio acu beag agus cuio acu mór. Níl ríad go léir 'n a fearaid; níl ac cuio beag acu 'n a fearaid, agus tá cuio máit acu 'n a ruidé. Níl ra rgoil ac don máigirtir amáin. Iar doirde an máigirtir ná na buadailí. Tá móran leabhar aige, agus cuio máit airgid. Tá ríat 'n a láim oer aige. Tá cuio de'n ríat bân agus cuio oi buidé, agus tá a bairi ar an mbíne.

1. Cia tá ra rgoil?
2. An bfuil na buadailí go léir beag?
3. An bfuil ríad go léir 'n a fearaid?
4. An bfuil cuio máit acu 'n a fearaid?
5. An bfuil oá máigirtir ra rgoil?
6. An 'móó buadailí atá com h-áro leir?
7. An bfuil don leabhar aige?
8. Cad eile tá aige?
9. Cá bfuil an ríat? (an ríat).
10. An bfuil an ríat go léir oib?
11. An ar an úrlár atá bairi na ríate?

(c) Sraithéar.—Beagán; cuio máit. An ríat.

LEÍGEANN A DÓ AGUS RÍCE.

Míre. Turra, 7rl.

Cia t^á ag tógaint an leabhair? Míre. (1r) míre at^á g^á tógaint.

Cia t^á ag o^rgailt an duirir? Turra. Turra at^á, 7rl.

An míre at^á ag dúna^ó na fuinneoi^ge? 1r t^ú. Ní t^ú.

An turra at^á ag dúna^ó an duirir? 1r mé. Ní mé.

An é an fear at^á ag tógaint an páiréir? 1r^é. Ní h-é a^c míre.

An ag dúna^ó an duirir atáim? 'Sead^ó. Ní h-ea^ó a^c, 7rl.

An ag r^ghíobad^ó atáim^ó? 1r^{ea}^ó.

Cao t^á ar an mbóir^ó? T^á an leabhair air.

Cao t^á ar an gca^óaoir^ó? T^á an bor^ga uir^éi.

An ar an b^áiréair atáim ag r^ghíobad^ó? 1r air, 1r^{ea}^ó ní h-air, ní h-ea^ó.

An a^gaib^ó-re at^á na leabhair? 1r a^gaínn.

(a) S^graiméair.—Cia t^á ag tógaint. An míre; an é an fear. An ag dúna^ó; an a^gaib^ó-re. a^gaib^ó-re. An ar an b^áiréair.

(b) S^ghí'í^g ceirteanna de'n éineál ro tíor a^gur f^{re}a^gaí^gair
iad :—

I. (a) T^á an leabhair ar an mbóir^ó.

(b) An b^{fu}il an leabhair ar an mbóir^ó? (f^{re}a^gaí^ga.)

(c) An ar an mbóir^ó at^á an leabhair? „

(d) An é an leabhair at^á ar an mbóir^ó? „

(e) Cao t^á ar an mbóir^ó? „

2. (a) Táim ag dúnað na fuinneoige.
 (b) An bfuilim ag dúnað na fuinneoige? (Fh. Taidi (tá tú) á dúnað).
 (c) An mairé atá ag dúnað na fuinneoige? (Fheasra)
 (d) An í an fuinneog atáim a dúnað? „
 (e) An ag dúnað na fuinneoige atáim? „
 (f) Cia tá ag dúnað na fuinneoige? „

1. Tá an clóca ar mháire. 2. Tá an t-airgead ag Dómnall. 3. Táim ag ríobáð le n-ar bpeannairb. 4. Tá an cailín ag oigáil an leabair. 5. Tá an cátaoir ar an úrlár. 6. Tátaoi (tá sib) mbeir ruidé ar na cátaoiráib. 7. Táim ag cur ceirte oirib. 8. Tá tú (taoi) ag dul éin an duirir (go dtí an doirir) ó'n oiteine.

léigeanh a trí agus fiche.

I.

Níl don cáirta ag Dómnall, ac tá leabair agur rían aige.

Cao tá agam-ra? Tá páiréar agam, agur borra cipíní, agur óá beann.

An rían í reo? An leabair é rin? Ir leabair. Ir ead.

An fear nú bean é rin? Ní fear ná bean é, ac buacáil.

An bóro nú doirir í reo? Ní bóro ná doirir í, ac cátaoir.

Cao tá ra treomra? Tá cátaoiráca, agur bíní, agur bóro, agur pictiúirí, ríal.

An bfuil na pictiúirí ar an úrlár? Níl. Táto ríao ar crocað leir an bfailla. An ar an úrlár atá an ríatán?

Cao tá ar an mbóro? Tá leabair, ríal., ar an mbóro, agur boiréil duib.

II.

Tá an boirdéal ro lán. Tá an boirdéal ro pollaí.
 An bfuil donniú eile ar an mbóro? Tá, 7rl.
 An bfuil donniú fé'n mbóro? Tá ról fé'n mbóro.
 Cuir do lámh ar an bpáiréar. An bfuil donniú fé'n
 bpáiréar? Tá fuo éigin fé.
 Áiríúg an páiréar. Cao tá fé? Tá blúipe cailce fé.
 An bfuil donniú fé'n scaití? Níl donniú fúiti.

fúm.	fúinn.
fút.	fúib.
fé.	fúta.
fúiti.	

Táimío inár fuíde, agus tá na caithíochá fúinn.
 Cía tá 'n a fearaí? Níl doinne 'n a fearaí. (Níl don
 duine, don nead.)

An bfuil doinne as ríobá?

Tá duine éigin as bualaí an úrláir. Cía tá as bualaí?

Tá duine éigin as an ndorur. An bfuil doinne, 7rl.

(a) Spáiméar.—An leabhar é. An bóro nú dorur í. Cao
 tá—tá caithíochá. As bualaí an úrláir.

(b) Sgríibinn ó páo béil.—Ar léigean a h-Oct san an
 t-airtíogal.

(An lámh nú cor í rin?)

(c) Eadtra.

Tá beirt fearaí sa treomra, 'n a fuíde ar caithíocháib.
 Tá páiréar agus leabhar ar an mbóro, agus óa boirdéal,
 agus borgá. Tá peann fé'n bpáiréar, agus níl donniú
 fé'n leabhar. Tá ceann de na boirdéalaib lán de duib,
 agus tá an ceann eile pollaí. Níl an borga pollaí.

1. An beirt ban atá sa treomra?

2. An 'n a fuíde táio ríad?

3. An ríol atá fúta?
4. Cía tá 'n a fearaí?
5. An ar an mbóro atá an páiréar?
6. An bfuil donniú pé?
7. Cao tá fé'n leabhar?
8. An ar cátaoir atá na boiréil?
9. An bfuil ceann acu lán?
10. Cao de go bfuil pé lán (cao de a bfuil pé lán)?
11. Cao tá ra boiréal eile?
12. An bfuil donniú ra borra?

léigeanh a ceatair agus ríce.

I.

Fearmhigne.

Deanmhigne.

An fear mór.

An bean mór.

An bóro mór.

An bóróg beag.

An ríol fada.

An méar fada.

An leabhar dubh.

An caróg dubh.

An buacail beag.

An cor dear.

An cailín beag.

Ir doiríe an cátaoir beag ná an bóro mór.

Ir ría an peann dearg ná mo méar fada.

An giorra an caróg buíde ná an caróg glar? ní giorra, ríle.

Tá leabhar dearg, agus leabhar dubh, agus leabhar gorm ar an mbóro.

Cía acu an leabhar dearg? Siné an leabhar dearg.

Cía acu an leabhar dubh? Cía acu an leabhar gorm?

Cía acu ir ría, an rígan beag nú an páiréar bán?

Cía agusann ir doiríe, mire nú turra?

Cía agusib ir mó, turra nú Dóinnall?

Cía agusib atá as ríríobad?

Ir mó an leabhar dearg ná an leabhar dubh; ir mó ar leabhar dubh ná an leabhar gorm.

'Sé an leabhar dearg an leabhar ir mó.

'Sé an leabhar gorm an leabhar ir luatha.

Cia acu ro an peann ir ria?

Cia an fear } ir doirde anna?

Cia h-é an fear }
Cia h-iaó atá ag rianú?

II.

Na dóirre móra.

Na mná móra.

Na buachaillí beaga.

Na bróga beaga.

Na fear móra.

Na méaraí fáda.

Na leabhair dubha.

Na caróga dubha.

Na ríoil fáda.

Tá trí ríoil fáda ra ríoil, agus tá na buachaillí beaga 'n a ríile orda.

Cia acu 'n a ríile nū 'n a fearaí atá na fear móra?

(a) Graiméar.—An bean mór. An cailín beag. Ir ria an peann ná—. An fear ir doirde. Buachaillí beaga. Fear móra.

(b) Cuir “mór” i n-iaí na b-ocail ro:—

fear, falla, úrlár, bean, cor, ceann, ríil, cluar, bogsa, bróg, cailín.

(c) Cuir “beag” leo san iolraí.

(d) Cuir i n-iaí “cia aginn,” “cia agib,” “cia acu”

(e) Sgríobh 5 páirte mar an ríil ro:—

Cia acu ro an fuinneog ir leithe?

CRITICISMS.

Language teaching, in common with all true teaching, pre-supposes a thorough training of the teacher in his particular department. Oral teaching especially, in which the skill of the teacher counts for so much, was almost unknown in Ireland until quite recently; and the want of a sufficient number of teachers, trained to teach a language orally, has been a very serious obstacle to the Gaelic renaissance. Happily the importance of training, particularly in oral methods of language teaching, is beginning to be understood and appreciated.

The following observations, made whilst I had charge of the Munster Training College in 1904, will, I hope, prove useful to teachers of Irish, as showing some of the common faults of untrained teachers.

The students of the College were required, in turn, to teach a language lesson orally. These students are henceforth called teachers in these notes.

1. Many of the teachers, by their attitude and general bearing before the class, betray a diffidence which could not fail to discredit them as capable teachers in the eyes of their pupils.

The class will generally estimate the teacher according to the teacher's estimate of himself. The teacher should, in his bearing before the class, inspire confidence in his pupils by showing confidence in himself.

2. A common result of this attitude is that the pupils lose interest in the lesson. The teacher loses control of the class, and directs his instruction to those only who are least inattentive.

3. Some teachers speak very indistinctly; whilst some who put their questions clearly accept answers in an in-

distinct and muttering tone, as if the object were merely to test the pupil's knowledge of the subject matter.

It should be clearly borne in mind that the language teacher's object is to teach language rather than philosophy. The questions should be clearly enunciated, and the answers full, correct, and distinct in every word and syllable.

4. Faulty enunciation is particularly noticeable in the inflected forms of feminine nouns like *ruinneog*, *cor*, *tám*, etc. From habitual carelessness in speaking, or want of attention to the requirements of grammar, the prepositional case of such nouns is generally pronounced just like the nominative.

5. A common fault is for teachers to do most of the talking themselves, giving the pupils but very little practice. The teacher frequently asks a question twice or three times over, and repeats the answer after the pupil.

One third of the class time is sufficient for the teacher to do all his talking in. His questions should be so devised that the pupils should have talking practice during the remaining two thirds of the time.

6. A common failing with novices at oral teaching is to ask questions which can be answered only in the same words, but with *ca* or *ní* substituted for *an* *uimh* at the beginning, *is* or *ní* for *an*, etc.

7. A worse fault still is, when teaching object lessons, or action lessons, the teacher remains still, instead of making the movements which the words suggest (or which would suggest the answer).

No good teacher will omit the proper gestures in such cases.

8. A few ask, almost exclusively, such questions as are answered by the exact words of the text, while others ask

such far-fetched questions that the pupil is at a loss what to answer. For example, one will ask: "Cao roubarc an maod rusa?" Answer in text. Another will ask: "Cionnur a bi an ppos mi-cumca?"

The teacher, until he has had long experience, should carefully prepare his questions beforehand.

9. A difficulty with some is that they cannot ask a number of simple questions on the same subject, or vary their questions so as to give the pupils conversational practice with the minimum of time and trouble on the part of the teacher. Consequently their stock of questions soon runs out, and they are obliged to have recourse to the text book very frequently.

10. Many teachers have a habit of using pet words and phrases, such as anoir, 'reao, ir maic e rin, maic an buacail, etc. These pet words and phrases are quite unnecessary and waste valuable time; what is worse they are usually meaningless to an elementary class.

11. Teachers frequently allow themselves to be drawn away, by answers given, or questions asked by the pupils, from the subject of the lesson.

12. I notice that many teachers drift unconsciously from one tense of the verb to another. Thus, while giving one of the earlier lessons, in which the present and habitual present only occur, a teacher will frequently put a question or two in the conditional, and revert again to the present tense.

The pupils should be perfectly familiar with all the more common verbs in the one tense before they are taken to another tense. A short narrative, told first in one tense and again in another, is a most useful exercise. But a running fire, backward and forward through the tenses, is never commendable, as it will puzzle any but the most ready speaker.

(The Present is the only tense of the verb given in Part I.).

13. I attribute the faulty teaching in great part to the want of text books suitable for oral teaching. Good text books are to the teacher what good tools are to the mechanic.

I would strongly recommend all teachers of Irish to undergo at least one course of training in some one of the Gaelic training schools. Several of those who came to Ballingeary with the firm conviction that they were past masters in the art of language teaching, soon discovered that they had nearly all the faults above enumerated. And I bear willing testimony to their patience under my criticism.

ΓΡΑΜΜΕΑΡ.

ASPIRATION.

1. Aspiration is denoted in writing by placing a dot over the aspirated letter.

2. The aspirable letters are β, γ, ϝ, ϣ, ζ, μ, π, ϣ, τ.

3. The initial consonant of a feminine noun, preceded by the article, is aspirated in the nominative and accusative singular (except those beginning with ϝ, τ, ϣ).—Αη ὕδαν, αν ἑαταοιρ.

4. The initial consonant of a masculine noun, preceded by the article, is aspirated in the genitive singular (except those beginning with ϝ, τ, ϣ).—Cορ αν ὕβιρ.

5. The adjective is aspirated :—

(a) When it agrees with a fem. noun in the nom. and accus. singular.—Αη ὕδαν ἡδῶρ, ὕδαν ἡδῶρ.

(b) When it agrees with a noun in the plural nom. or accus. ending in a slender consonant.—ἦρ ἡδῶρ, ἦρ ἡδῶρ.

6. The numerals αν and ὁά cause aspiration of the noun.—Αον ἔανν ανῶν, ὁά ἑαταοιρ. (See also pars. 13, 14).

ECLIPSIS.

7. Eclipsis of an initial consonant is denoted by placing another consonant before it.

The eclipsable letters are β, γ, ϝ, ϣ, ζ, μ, π, ϣ, τ, each of which has its own eclipsing letter.

8. A preposition followed by the article eclipses the

initial consonant of singular nouns.—*Ár an gcéár, as an bfuinneois.*

Exceptions:—*íor* with the article makes no change in the noun.—*íor an bóro asur*—.

ínr and *oe*, with the article, usually cause aspiration of the noun, not eclipsis.—*ínr an (ínra) bórga, oe'n bóro.*

In Ulster aspiration, not eclipsis, is the rule after a preposition with the article. In Connacht *ínr* eclipses, while *ar* makes no change.—*ínr an mbórga, ar an céár.*

The letter *o* at the beginning of a noun generally resists eclipsis.—*as an ropur.*

9. *So oí* is very commonly treated as a preposition, and, with the article, causes eclipsis (except in the North).—*So oí an oíne, an bfuinneois.*

10. The article eclipses fem. nouns beginning with *r* followed by *u* or a vowel in the nom. and accus. sing.—*An cruí, an cruín.* With fem. nouns in *rl* the practice varies.—*An rlat, an rlat.*

11. The article prefixes *t* to masc. nouns beginning with *a* vowel in the nom. and accus. sing.—*An t-úrlár.*

12. The article eclipses the genitive plural of nouns masc. and fem.—*as comáireamh na bpeár, as comáireamh na mban.* (See also pars. 13 & 14).

POSSESSIVES.

13. (a) The possessives *mo, ro, a* masculine aspirate the initial consonant of the noun following, sing. or plural.—*mo bóna, ro bórga, a éaróg.*

(b) The initial consonant is not affected by *a* feminine.—*a gúna, a bórga.*

(c) *Ár, úr, a* (plural) cause eclipsis.—*Ár mbóro, úr mbórga, a nshúnaí.*

14. These possessives combine with the preposition *as*

before a verbal noun, and the initial of the verbal noun suffers the same changes as above:—

Τάμ ῥά τόγαίτ (=ας α τόγαίτ), mas. sing.

„ ῥά τόγαίτ (=ας α τόγαίτ), fem. sing.

„ ῥά τοτόγαίτ (=ας α τοτόγαίτ) mas. and fem. plural.

SUBJECT AND PREDICATE.

15. Every complete sentence must contain a subject and a predicate. The subject is what we speak about; the predicate is what we say about it—

Τά αν εαίτε βάν.
(subject) (pred.)

1r φοαί ε.
(pred.) (subject)

16. The assertive verb 1r is always followed by the predicate.

INTERROGATIVES.

Αν, εά, εαο, εια.

Αη.

17. Questions asked with αν followed by a personal pronoun are answered by 1r (or its negative) with a personal pronoun.—Αν ε—? 1r ε. Αη ιαο—? 11ι η-ιαο.

18. Questions asked with αν followed by a verb are answered by some part of the same verb.—Αν βφαι—? Τά. 11ι βφαι (11ι).

19. Questions asked with αν followed by 'mó (for number) are answered by a statement of the number, with or without τά.—Αν 'mó ιεαβαι ατά αγαι? Όά ιεαβαι. Τά όά ιεαβαι αγαι. The nom. sing. of the noun follows αν 'mó.

The comparative 11ορ mó is followed by the gen. of the noun.—11ορ mó αιρσο, 11ορ mó βαν.

20. (a) Questions asked with *an* followed by (1) a preposition, (2) a prepositional pronoun, (3) a noun, (4) a verbal noun, are answered by *ir* followed by (1) a preposition, (2) a prepositional pronoun, (3) a noun, (4) a verbal noun; *or by ir* and the pronoun *eað*.

(b) In (1) above, preposition and noun in the response may be replaced by a prepositional pronoun.

An as Ðóinnall—? ir as Ðóinnall. ir aige.

<i>An as Ðóinnall atá an</i>	<i>ir as Ðóinnall.</i>	} <i>ir eað.</i>
<i>leabair?</i>		
<i>An asam . . . ?</i>	<i>ir asat.</i>	
<i>An leabair é seo?</i>	<i>ir leabair.</i>	
<i>An as rṣṛíob' atá rí?</i>	<i>ir as rṣṛíob'.</i>	

CÁ.

21. Questions asked with *cá* and a verb are answered by the verb.—*Cá bfuil—? Tá—.*

CAD.

22. (a) Questions asked with *cad* followed by a personal pronoun are answered by *ir* and a personal pronoun when the question has reference to a definite noun.—*Cad iad poin? ir iad poin na leabair.*

(b) When the question has reference to an indefinite noun, it is answered by *ir* followed by the noun.—*Cad iad poin? ir leabair iad.* (See par. 24).

23. Questions asked with *cad* followed by a verb are usually answered by the same verb—

Cad tá ar an mbóir? { *Tá an leabair ar an mbóir.*
 { *Tá leabair ar an mbóir.*

(See par. 24).

24. In the two preceding paragraphs the noun, definite or indefinite as the case may be, will suffice as answer.—(*ir iad poin*) *na leabair.* (*ir*) *leabair (iad).* (*tá*) *an leabair (. . .).* (*tá*) *leabair (. . .).*

C1A.

25. (a) Questions asked with C1A are answered by 1r and a personal pronoun. The emphatic form must be used except when the pronoun is followed by the noun to which it refers.—C1A h-1A0 rom? 1r 1A0 rom na ca11ini. C1A TÁ—? 1r mipe ATÁ—. 1ré 'Oómnall ATÁ—.

(b) 1r may be omitted, and the question answered by a definite noun, or an emphatic personal pronoun standing alone. Thus.—Na ca11ini. 'Oómnall. mipe.

NUMERALS.

26. Δον, ϑό, τρι, etc., standing by themselves, are merely the names of the numbers.

27. When used in counting, and not followed by the noun, the numerals take Δ before them (except céav, ϑá céav, etc.).—Δ h-Δον, Δ ϑό, Δ τρι.

28. When the numeral is followed by the noun Δ is not used.—Δον céann a1h1in, ϑá céann, τρι cinn.

NOTE.—With Δον the noun is usually followed by a1h1in.

29. After Δον, ϑά, ρíce, and all the multiples of ρíce, the singular form of the noun is used.

30. After the other numerals it is usual to give the nom. plural of the noun.—Cé1pe teav1ar. Or the prepositional plural may be used, thus.—Cé1pe cinn ve teav1arib.

31. Applied to person from two to ten, and twelve, special forms, called numeral nouns, are used.—Be1p, τριúr.

32. When these numeral nouns are immediately followed by a distinguishing noun it is in the genitive plural.—Be1p ban, τριúr ban. (Be1p aspirates the noun following.)

EMPHATICS.

33. The following classes of words take emphatic suffixes:—

Nouns (including verbal nouns) following a possessive.—*Mó éaróς-ra*.

Personal and prepositional pronouns.—*Tu-ra*, *aςaτ-ra*.

Synthetic or personal verbs—*taim-re*.

34. *-ra* follows a broad termination, *-re* a slender termination in the preceding word. Thus in the text.—*aςam-ra*, *aςaτ-ra*, *aςaib-re*. So also.—*An fear ro*, *an buaéaili reo*.

The suffix of the 1st per. plural *-ne* is unchangeable.—*aςainn-ne*.

35. In addition to the above classes of words, all nouns become emphatic when followed by the word *féin*.—*Mó póca féin*, *Dóinnall féin*.

ARTICLE.

36. *An*, the only article in Irish, becomes *na* before the genitive singular of feminine nouns, and before the plural of all nouns.—*An éadaoiri*. *Cor na caéaoirac*. *Na caéaoiracá*.

37. A noun preceded by the article is a definite noun.
(For initial changes caused by the article see under Aspiration and Eclipsis).

NOUN.

GENDER.

38. All nouns in Irish are either masculine or feminine.

39. Names of males, and most nouns ending in a broad consonant (*i.e.*, a consonant preceded by either of the broad vowels *a*, *o*, *u*) are masculine.

40. Names of females, nouns ending in *óς*, and most

nouns ending in a slender consonant (*i.e.*, a consonant preceded by *e* or *i*) are feminine.

41. No further general rules can be given here to determine the gender. The learner will find it best to learn the gen. sing. with the article. Thus, *bṛós na mná, bárr na ruinneois*, show that *bean, ruinneos*, are fem. nouns; *cor an búir, bárr an tuir*, show that *pear, tor*, are masculine.

CASE.

42. The cases used in the text are four:—Nominative, Accusative, Genitive, and Prepositional.

43. The accusative case of the noun is always the same in form as the nominative.

44. (a) The nom. is usually after the verb.—*Ṭá Dóinnall 'n a fearaí.*

(b) When the nom. is an interrog. pronoun it comes before the verb.—*Cia tá 'n a fearaí?*

45. The accus. is the form governed by a transitive verb.

46. The gen. is the form governed by another noun.—*Cor pinn, mórán airtí*; or by a verbal noun preceded by *as*.—*As tógaint an pinn.*

47. The prepositional is the case governed by any simple preposition.

48. Example.—*Peann.*

SINGULAR.

PLURAL.

Nom.—*Ṭá an peann ar an mbóro.*

Ṭá na pinn.

Accus.—*Ṭós an peann.*

Ṭós na pinn.

Gen.—{ *Cor an pinn.*
As tógaint an pinn.

Cor na bpeann.

As tógaint na bpeann.

Preposl.—*Leir an bpeann.*

Leir na peannaib,

ADJECTIVE.

49. The adjective usually follows its noun.

50. When the adjective is predicate of the sentence or phrase it does not change its form.—*Τά αν έαρός τουβ ; τά να έαρόσα τουβ.*

51. When the adjective is not predicate it agrees with its noun in gender and number.—*Τά έαρός τουβ αζαμ, τά έαρόσα τουβ αζαμ.* (See par. 5).

52. Adjectives have three degrees of comparison : positive, comparative and superlative.

53. The positive is the simple form of the adjective.—*λεατ αν.*

54. A special form of the adjective is used for comparative and superlative.—*λειτνε.*

55. In a complete sentence the comparative of the adjective is followed by *νά*.

56. When the sentence or phrase begins with any verb except *ιρ* the comparative of the adjective is preceded by *νιορ*.—*Τά αν παίπέαρ νιορ λειτνε νά αν λεαβαρ. ιρ λειτνε αν παίπέαρ νά αν λεαβαρ.*

57. The adjectives *μόρ, βεαζ, φατα, ζαιμω, άμω*, are irregular in comparison.—*μό, ιυζα, ημ.*

58. The adjective in the superlative is not followed by *νά*, and it is otherwise distinguished from the comparative by the structure of the sentence.—*Αν λεαβαρ ιρ λειτνε ; αν πεαρ ιρ αοιμω.*

PRONOUN.

59. The personal pronouns are:—Sing.—*μέ, τυ, रे, रि* Plural.—*रिम्, रिब, रिाव.* They denote gender in the 3rd sing. only.—Mas., *रे* or *े* ; fem., *रि* or *ी*.

60. The gender of the pronoun in the 3rd sing. is that of the noun to which it refers.—*Αν ί रिम् αν βόμω नु αν*

ṽorur? ní h-í, etc. 'Sí rin an cāṽoir. Here the noun cāṽoir, though not expressed in the question, determines the gender of the pronoun.

Exceptions.—Cailín is a masc. noun, and takes the adjective in the masculine; but it takes a feminine pronoun.—An í reo an cailín beas?

For unknown gender the custom is to use ré, é.—Caoé rin ió' póca asat?

61. É, í, ias, are variants of ré, rí, rias respectively.

62. The forms é, í, ias follow the verb ir.

63. When the pronoun is nom. case immediately after any other verb, the forms ré, rí, rias are used.—Tá ré, rí; níl rias.

64. When the pronoun is accusative after the verb, é, í, ias are used.—Tós é; cuir ar an mbóro ias.

65. In all other connections é, í, ias are used.

66. The form tu is used instead of tu in the accus. and after ná.—Níor doiríoe ná tu.

mé and tú are usually pronounced short in Munster (me, tu).

67. The personal pronouns come after the verb. When accus. they are generally at the end of the sentence.—Cuir ar an mbóro é.

68. mipe, tupe, rinne, riðre, are emphatic forms of mé, tu, rinn, rið.

69. The personal pronouns, with the exception of the 3rd sing., when nom. case after a verb (except ir) are generally expressed by terminal inflexion of the verb.—Táim, taisi or taisir, níli, nílir. (See par. 81.)

70. For 3rd plural the pronoun is often added after the inflected verb.—Nílir rias. This does not apply to all the tenses, nor to all parts of Ireland.

(For prepositional pronouns see under Preposition.)

VERB.

71. Verbs are either Transitive or Intransitive. Trans.—
 τός, κυρ. Intrans.—τέρις, ταρ.

72. Transitive verbs govern nouns and pronouns in the accusative.

VERBAL NOUN WITH ΔΣ.

73. The form of the verb preceded (in the text) by the preposition ΔΣ is called the verbal noun.—(ΔΣ) τόςαιντ.

74. A verbal noun formed from a transitive verb governs the noun following in the genitive. ΔΣ τόςαιντ αν τεαθαίρ, να καίτσε.

75. When the noun is not expressed after the verbal noun with ΔΣ, its place is not supplied by a personal pronoun; but the appropriate possessive particle is placed between ΔΣ and the verbal noun.

ΔΣ τόςαιντ αν τεαθαίρ. ΔΣ α (ξά) τόςαιντ.

ΔΣ τόςαιντ να καίτσε. ΔΣ α (ξά) τόςαιντ.

The possessive in this position affects the initial of the verbal noun. (See pars. 13, 14.)

VERBAL NOUN WITH ΟΟ.

76. (a) Some constructions in the text require οο before the verbal noun :—

Caο τάιμ α (οο) όύναθ.

• Caο τάιμ α ό' ορζαίτ.

(b) As a rule οο is not expressed before a consonant, and it takes the form of ό' before a vowel.

(c) In such constructions α precedes οο (expressed or understood), and the initial consonant of the verbal noun is always aspirated.

ΤΑ AND ΑΤΑ.

77. As in par. 76 (above) α frequently comes before the verb τα. It joins with the verb, and we have the form ατα, except (in the text)—

(a) At the beginning of a sentence or clause of a sentence.

(b) After the interrogatives *καὶ*, *οὐ*.

(c) After a vowel in the middle of a sentence, when it is usually omitted.—*ἢ μὲν* (α) *τα* ἀγαπᾷ—*νά*—.

MOODS.

78. The Moods in the text are :—

Indicative. —Example—*τα* ἀνιᾶται—.

Imperative.— „ *το* ἀνιᾶται.

79. The Imperative Verb in the 2nd person sing. is called the stem or simplest form of the verb.

80. A Regular Verb is one in which the stem is contained in all the forms of the verb.—*το*ς, ἀγὰρ *το*ς αἰνῶν. *οὐ*ν, ἀγὰρ *οὐ*ν αἰνῶν.

Examples of Irregular Verbs.—*τέ*τις, ἀγὰρ *οὐ*ν. *τα*ρ, ἀγὰρ *τε*αῖν. Here the stem is not contained in the verbal noun.

81. A verb inflected for person is called a Synthetic or Personal Verb.—*τα*ίμ. (See par. 69.) The form of the verb without the personal inflection is called the Analytic form.—*τα* (μέ).

PREPOSITION.

82. A preposition with the article usually eclipses a sing. noun. (See par. 8.)

83. Without the article some prepositions cause aspiration.—*ἀ*ρ *ὅ*σιν αἰ; and some do not.—*ἀ*ρ *ὅ*σιν αἰ.

84. The prepositions *ı*, *ın*, *te*, become *ınr*, *teır*, before the article sing. or plural.—*ınr an*, *ınr na*, *teır an*, *teır na*.

85. The prepositions *ıo*, *ıe*, *o* take *r* before the plural article only.—*Öer na boııöéııııö*.

86. Simple prepositions ending in a vowel when followed by the possessives *mo*, *ıo*, combine with the latter in one word.—*ım'* (or *ım*) *pōca*, *ıeı'* *pēann*. (After *ım'* the *p* of *pōca* does not aspirate, for phonetic reasons). Note also *ınāır* for *ın āır*, *ınöuır* for *ın öuır*.

87. Simple prepositions unite with the personal pronouns, forming prepositional pronouns.—*Δγam* (from *Δγ me*).

(For *Δγam-ıa*, etc., see par. 33.)

88. The prepositional pronouns in the text are:—

From <i>Δγ</i>	<i>Δγam</i> , etc.
„ <i>Δır</i>	<i>oım</i> , etc.,
„ <i>ıe</i>	<i>ıe</i> , <i>ıı</i> , <i>ıııö</i> .
„ <i>ıé</i>	<i>ıúm</i> , etc.
„ <i>te</i>	<i>ııom</i> , <i>ıeıı</i> , etc.



FOCLÓIR.

a, his; her; their.
 aC, but (*also* aCt).
 aSam, aSac, 7mL., *prep. pron.*, in my, in thy, possession.
 aSur, *conj.*, and; *sometimes*, as. (often written 7r; contracted 7).
 aSur mo leanar; 7mL., etcetera.
 aibξiti, f., alphabet.
 a7i, on him; on it.
 a7ictioSai, m., article.
 an, *article*, the.
 an, *interrog.*, whether (eclipses verb).
 annpo, here.
 aoinne, anyone. aon + neaC, a person.
 aonniö, anything.
 a7i, *prep.*, on.
 á7i, our.
 á7iö, high.
 á7uoiξ, *v. reg.*, raise.
 bá7i, white.
 ba77i, m., top.
 beaξ, small.
 beaξán, m., a few.
 bea7, the mouth.
 bea7i, f., a woman.
 bea7i77ne, feminine gender.
 bea77a, m., the English language.
 be77i, f., two persons.
 be77i, f., a vest.
 b7u7i, *v. neg. and interrog. of* τά.
 b7i77e, m., a bench; a desk.
 blú77e, m., a bit; a piece.
 bo77eá7, m., a bottle.
 bó7a, m., a shirt-collar.
 bó77o, m., a table.
 bo77a, m., a box

b7i77e, m., breeches.
 b7iöξ, f., a shoe.
 buaCai7L, m., a boy.
 bua7aö, *v. noun of* bua7i, strike.
 bu77öe, yellow.
 bun, m., lower part; foundation.
 bu77i, your (pl.).
 cá, *interrog.*, where? (eclipses verb)
 caö, what.
 caöé, masc. interrog. pronoun.
 caöí, fem. interrog. pronoun.
 ca77iC, f., chalk.
 ca77i7i, m., a girl (*takes feminine pronoun*).
 caö7, fine; slender.
 ca77aöa7, m., a cravat.
 cá77i7a, m., a card.
 ca77öξ, f., a coat; a cassock.
 ca77aö77i, f., a chair.
 ceann, m., a head.
 ce77i77, f., a question.
 cia, *interrog.*, who?
 cia a7u, which; whether.
 cia77i77u77i, m., a handkerchief.
 ci77i7i, m., a little stick; a match.
 clá77i, m., a board.
 clá77i 77uö, a blackboard.
 clé77i, left (hand).
 clóca, m., a cloak.
 clua77i, f., the ear.
 co77i7i, equally. co77i 77aöa 7e, as long as.
 co77ia77eá7i, *v. noun of* co77ia77u77i, count.
 co77ia77u77i, *v. reg.*, count.
 co77i, f., a foot.
 co77iöaö, *v. noun of* co77iö, hang.

cúro, f., a part; a share.
 cuirí, *v. reg.*, put.
 cúmang, narrow.
 cún (*from* cūm, uocūm), to; towards.
 (noun following is in gen. case).
 cuirí, *v. noun* of cuirí, put.

oe, *prep.*, of; off.
 oe; oi; oíob, *prep. pronouns*, of it;
 of them
 oeap, red.
 oeap, right (hand).
 oiaíob, i noiaíob, after.
 oo, thy; your.
 oopur, m., a door.
 oub, black.
 oub, m., ink.
 oul, *v. noun* of teipuz, go.
 oún, *v. reg.*, shut; close.
 oúnab, *v. noun* of oún, shut;
 close.

é, *pers. pron. masc.*, he; him.
 eaob, *pron. neuter*, it.
 eaóctua, m., narrative.
 éigín, some. *muo éigín*, something.
 eile, other.

faoa, long.
 faalla, m., a wall.
 fan, *v. reg.*, stay.
 fanamaint, *v. noun* of fan, stay.
 fé, *prep.*, under.
 fear, m., a man.
 fearinrigne, masculine gender.
 féioir, possible.
 féin, *emphatic*, self; own.
 figiúir, f., digit; figure.
 focat, m., a word.
 pollam, empty.
 forainm, f., a pronoun.
 fpeazairí, *v. reg.*, answer.
 fpeazmaob, m., an answer.
 fuinneos, f., a window.

šé, from as and poss. adj. a, his;
 her; its.
 šac, each; every.

šaeóit; šaeóluinn, f., the Gaelic
 language.
 šairio, short.
 šeineamnac, genitive.
 šlar, grey.
 šlúin, f., the knee.
 šo, *prep.*, to.
 šo oí, until (formed from *prep. šo*
 and verb *tiš*; used as a preposi-
 tion, eclipsing with the article).
 šoim, blue.
 šraiméar, m, grammar.
 šuala, f., the shoulder.
 šúna, m., a gown.

šata, m., a hat.

í, *pers. pron. fem.*, she; her.
 i; in; inr, *prep.*, in.
 ioir, *prep.*, between.
 inrigne, m., gender.
 iolmaob, plural (number).
 ionao, m., a place. i n-ionao,
 instead of.
 ir, *verb*, be; is.
 ir, *conj.* (for asur), and.
 iré, *verb and pronoun, masc.*
 íreat, low.
 irí, *verb and pronoun, fem.*

lám, f., a hand.
 lán, full.
 le, *prep.*, with (leir before article).
 leabair, m., a book.
 leatan, broad.
 léigean, m, an exercise.
 léir, šo léir, all.
 leir, with (*before article*); with him;
 with it.
 líne, m., a line.
 liom, leat, *prep. pron.*, as me; as
 thou, etc. (*also* with me; with
 thee).
 litir, f., a letter.

máširirir, m., a master; a teacher.
 mášiririréar, m., a mistress (takes
 adj. in masc. and pron. in fem.)
 mé, *pers. pron.*, I; me.

μέσῃ, *f.*, a finger.
 'μόο (for ἰομόα), many.
 μίτιν, *m.*, a mitten ; a glove.
 ἡνσσοί, *prep.* case of *bean*, a woman.
 μο, *my*.
 μό, more (*comp.* of ἰομόα).
 μό. greater ; larger (*comp.* of μόμ).
 μόμ, large.
 μόμάν, *m.*, very much ; very many.
 μυνεάτ, *m.*, the neck.

νί, *neg.*, not.
 νίλ (for νί ὅφνι), is not ; are not.
 nú, or (also nó).

ό, *prep.*, from.
 οἰμεαο, *m.*, as much as ; as many as.
 οἰμαῖδ, on you (*pl.*).
 οἰμῖν, on us.
 οἰμ, on me.
 οἰτ, on thee.
 οἰτα, on them.
 ορσαιτ, *v. reg.*, open.
 ορσαιτ, *v. noun* of ορσαιτ, open.

πάιπέαμ, *m.*, paper.
 πεανν, *m.*, a pen.
 πεανν λυαρόε, *m.*, a lead pencil.
 πιτσιύμ, *m.*, a picture.
 πόα, *m.*, a pocket.

πίτό, *m.*, a sentence.
 πιανιαμ, thick.
 πιαζαίτ, *f.*, a ruler
 ποιμ ; ποίμ, before.
 πιαζό, fox-coloured ; reddish.
 πιπο, *m.*, a thing.

ῥέ, for ῥέε.
 ῥεσαμ, standing.

ρεο, *dem.*, this (written ρο after a broad termination).
 ρεομια, *m.*, a chamber ; a room.
 ρζάτάν, *m.*, a mirror.
 ρζιαν, *f.*, a knife.
 ρζοίτ, *f.*, a school ; a class.
 ρζρίοθαο, *v. noun* of ρζρίοθαίξ, write.
 ῥί, for ῥί.
 ριν, *dem.*, that (written ροιν after a broad termination).
 ρλατ, *f.*, a rod.
 ρο, *dem.*, this (written ρεο after a slender termination).
 ροιν, *vid.* ριν.
 ρρόν, *f.*, the nose.
 ρτοα, *m.*, a stocking.
 ρτόλ, *m.*, a stool.
 ρυιόε, sitting.
 ρύιτ, *f.*, an eye.

ταθαίμ, *v. irreg.*, bring. ταθαίμ
 ιρτεαδ, bring in.
 τάιμ, *pers. verb.*, I am
 ταναιρόε, thin.
 ταιο, *pers. verb.*, thou art (also ταιοίμ).
 ταιμ, *v. irreg.*, come.
 τεαετ, *v. noun* of ταιμ, come.
 τέαζαίτς, stout.
 τειμζ, *v. irreg.*, go.
 τόζ, *v. reg.*, take.
 τόζαίμτ, *v. noun* of τόζ, take.
 τριύμ, three persons.
 tú, *pers. pron.*, thou ; you (*sing.*).

υαεα, singular (number).
 υαιενε. green.
 ύο, *dem.*, that ; yonder.
 υιμίμ, *f.*, a number.
 υιμτί, on her.
 ύπλάμ, *m.*, a floor.

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